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ABSTRACT

This text on curriculum planning and instructional design for gifted students is based on a planning model and an instructional model. The planning model acknowledges the important roles of curriculum planners, of task analysis, and of the educational climate of a school. The instructional model emphasizes the characteristics of gifted learners, philosophy and goals, student goals, learner outcomes, and classroom implementation. Following an introductory chapter, individual chapters address: (1) research on curriculum models in gifted education; (2) standards of learning and gifted education; (3) developing systemwide curriculum documents; (4) the nature and curriculum needs of gifted learners; (5) developing a philosophy and goals for a gifted program; (6) developing learner outcomes; (7) developing activities and selecting resources; (8) selecting instructional strategies; (9) employing appropriate curriculum management strategies; (10) implement curricula for the gifted; (11) assessment of learning and evaluation of curriculum; and (12) toward coherent policy in gifted education. Appended are four sample curriculum units titled: "Investigating Weather Folklore" (Grade 4); "Time Line: A Scientist's History of the World" (Grades 4-6); "Building the Caduceus" (Grades 5-7); and "Principled Leadership" (Grades 9-10). (Individual chapters contain references.) (DB)

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